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ABSTRACT

The Elementary School Proficiency Assessment (ESPA) is New Jersey's test for fourth graders. It is designed to give the school information about how well students are achieving in the areas required by New Jersey's Core Curriculum Content Standards. This guide offers parents, students, and teachers information about the ESPA. The parent information section, which is presented in English and Spanish, describes the ESPA and discusses who will be tested. The types of questions are described, and how to help a child prepare for the ESPA is outlined. The length and fairness of the test are outlined, and sources for additional information are presented. The student information section, only in English, explains what the ESPA is, what the questions are like, what a student should expect, and what else a student should know about taking the ESPA. Sample questions, only in English, are included for science, language arts literacy, and mathematics. Teacher information is implicit in the document; there is no teacher information section. (SLD)

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Grade 4 Elementary School Proficiency Assessment (ESPA)

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PARENT, STUDENT, AND TEACHER INFORMATION MANUAL

(FOLLETO INFORMATIVO PARA LOS PADRES, LOS ESTUDIANTES, Y LOS MAESTROS)

TM033521

SPRING 2001

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PARENT INFORMATION

DESCRIPTION OF THE ESPA

The Elementary School Proficiency Assessment (ESPA) is the state test for fourth-grade students. It is designed to give your school information about how well students are achieving in the areas required by New Jersey's Core Curriculum Content Standards. The standards were adopted by the New Jersey State Board of Education after a public process that enlisted the help and advice of many educators, business representatives, and interested citizens. The standards are in the following areas:

1. Language Arts Literacy (including Reading, Writing, Speaking, Listening, and Viewing);
2. Mathematics;
3. Science;
4. Visual and Performing Arts;
5. Social Studies;
6. Health and Physical Education; and
7. World Languages.

The state also adopted workplace readiness standards to be taught across these seven core content areas.

The Core Curriculum Content Standards determine what students should know and be able to do at the end of grades 4, 8, and 12. State tests assess whether your child is acquiring the skills and knowledge necessary for success.

The ESPA was initially given as a field test in May 1997 and 1998. The test was then administered operationally in 1999 and 2000. Feedback from these administrations was used to develop the current ESPA.

In April and May 2001, Language Arts Literacy, Mathematics, and Science will be tested and scored. The students' scores will help schools plan for each child's educational needs. In October 2001, fifth-grade students will take the new Social Studies test.

The ESPA should be a rewarding experience for children. It will provide useful information about your child's knowledge and skills. Individual student's total scores in each content area will be given, as well as subscores for major knowledge areas and skills within each content area. For example, in Mathematics, in addition to a total test score, each student will receive a subscore for the clusters of questions that required number sense, measurement, spatial sense, data analysis, and the ability to work with patterns and algebra.

We also believe the experience gained from taking this test will help children when they take the state's eighth-grade test and the state's high school graduation test.

As the only tests that measure achievement of the New Jersey Core Curriculum Content Standards, the ESPA, GEPA, and HSPA should provide the information necessary for determining how well a student and a school are doing in meeting those standards, and where any improvement is needed.

1. Who will be tested?

The ESPA is designed to measure how well your children are achieving the Core Curriculum Content Standards. This includes children with educational disabilities and most children whose English language skills are limited. Students with disabilities will be working toward achieving the standards at whatever level is appropriate for them and with whatever testing accommodations they need. These accommodations would be defined in their Individualized Education Programs (IEPs) or plans required under Section 504. It is important for as many children with disabilities as possible to participate in the ESPA. These students can

use many modifications during the ESPA to help them demonstrate what they know. Modifications used during ESPA testing should be the same as those used by these students in other classroom testing.

Every student with disabilities must take each subject area of the ESPA unless his or her disability is so severe that he or she has not been instructed in the knowledge and skills tested, and cannot complete any of the item types on the test. Students with disabilities who are not assigned a grade level must take the test when they are 9, 10, or 11 years old. Decisions about participation are made by the student's IEP or 504 team. Contact your case manager or 504 team if you have questions about what parts of the test your child is taking and what, if any, modifications will be used.

While most special education children will participate in the ESPA testing, there is a small percentage of children with the most severe disabilities for whom some of the standards are not appropriate. The Department of Education is currently identifying those standards that are appropriate for students with severe disabilities. The department will develop a different kind of assessment for these children to measure their achievements.

A few limited English proficient (LEP) children may not be able to take the test. Other LEP children may need accommodations during testing. Appropriate test accommodations are available to these children in their schools. Other testing options will be developed in the future, perhaps in the native language of these children.

2. What types of questions are on the ESPA?

The ESPA has two major types of questions. The first type is multiple-choice, for which children are asked to choose one correct answer from among four choices. Multiple-choice questions add much to the reliability, or consistency, of the test because many good questions that focus on a broad range of skills can be answered by the children in a short span of time. Also, these questions are objective and do not require scoring by trained professionals.

The second type of question is the open-ended question. Children will answer these with short or long written responses. The advantage of this type of question is that it allows the children to express what they know about each question in their own words. Students may also present their response using diagrams, graphics, and/or pictures. New Jersey has many years of experience in developing and scoring this type of question.

3. How can a child be prepared for the ESPA?

Parents can always help by making sure their children eat well and get plenty of sleep. This is especially true at testing time.

Parents should support their children in all academic work. Children should be provided with time and a quiet place to do homework. Parents and children should make opportunities to read to each other.

Children should be encouraged to talk about school and homework and to communicate and express ideas to their parents.

4. How long is the 2001 test?

The Spring 2001 ESPA will take place over five mornings from April 23 to April 27, or April 30 to May 4, depending on your district's spring break schedule. The test will range from about 60 minutes to 100 minutes of testing time per morning, not including time for distributing and collecting materials, reading directions, and giving breaks to children.

5. How fair is the ESPA?

All test questions are carefully reviewed by trained professionals and parents to ensure that the questions are fair and are not offensive to any group of people. After the test, all questions undergo statistical analysis for any racial, ethnic, and gender bias. If a test question has poor statistical results from these analyses, it is eliminated from future tests.

Teachers, child study team members, and administrators knowledgeable about children with special needs are involved in the development of the ESPA. They also provide suggestions for accommodations to make the test accessible to these children and to allow them to demonstrate what they know.

6. How can I receive more information about the ESPA?

The New Jersey State Department of Education has developed materials to help parents and teachers prepare students for the ESPA. These materials (this pamphlet, for example) are provided through your child's school. Further information about the ESPA and your child's progress toward the development of the skills tested is available at your local school or district offices.

The Department of Education offers 3 sources of information about the ESPA.

- Website: http://www.state.nj.us/education
- Office of Forms and Publications
- Office of Assessment

Mailing address:
Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500

STUDENT INFORMATION

1. What is the ESPA?

For five mornings in April and/or May, you and all other fourth graders in New Jersey will be taking the Elementary School Proficiency Assessment, which is called the ESPA. The test will show how you are doing in gaining the knowledge and skills you need. Do the best you can to show what you have learned.

The ESPA will consist of a Science test on Monday morning; a Language Arts Literacy test on Tuesday and Wednesday mornings; and a Mathematics test on Thursday and Friday mornings.

2. What are the questions like on the ESPA?

The ESPA consists of several different types of questions, including multiple-choice questions, open-ended questions, and writing tasks. A description of these items and some sample questions begin on page 9.

Note to teachers: You should carefully review this section with your students, including the completion of the sample questions provided.

3. What should I expect when I take the ESPA?

The Science test will have multiple-choice questions and open-ended questions.

The Language Arts Literacy test will have multiple-choice questions and open-ended questions. You will be asked to read passages and respond to questions. There will be writing tasks that have you write about a picture you will see or a poem you will read.

The Mathematics test will have multiple-choice questions and open-ended questions. You will use a calculator for some parts of this test. Two sections of the test will focus on mental math and estimation problems. You will also use math manipulatives and a ruler for some questions on the test.

All test sections are timed. If you are done before the time is over, you may not go on to the next test section. There are instructions on the bottom corner of each page that tell you when to continue and when to stop. If you have not finished the test section when your teacher tells you time is up, you still must stop and put your pencil down.

4. What else should I know about taking the ESPA?

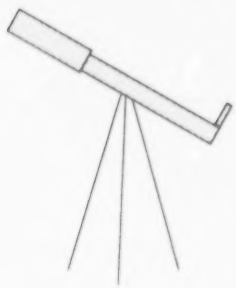
When you take the ESPA, your teacher will give you clear instructions about how to do each test section before you begin it. During the test, your teacher will also let you know the time remaining for completing each test section. You may write (or print) on the extra space on a test book page when you are figuring out an answer. **However, be sure to place your answers only in the spaces provided in your test booklet.** Also, be sure to keep all of your work within the border that surrounds each page. Your teacher will remind you of this on the mornings you take the test.

If you wish, on the mornings of each test, you may bring a book with you to read for pleasure. If you finish a test section before the time is up and you have checked your work to be sure you have done your best, you can sit and quietly read your book.

SAMPLE QUESTIONS

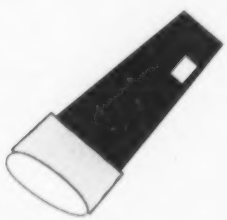
The ESPA's multiple-choice questions in Science ask the student to choose the one best answer from four answer choices. The student will darken the circle of his/her answer choice. This is an example of a Science multiple-choice question:

1. Which of these inventions makes it possible to view stars and planets?

Ⓐ 

Ⓒ

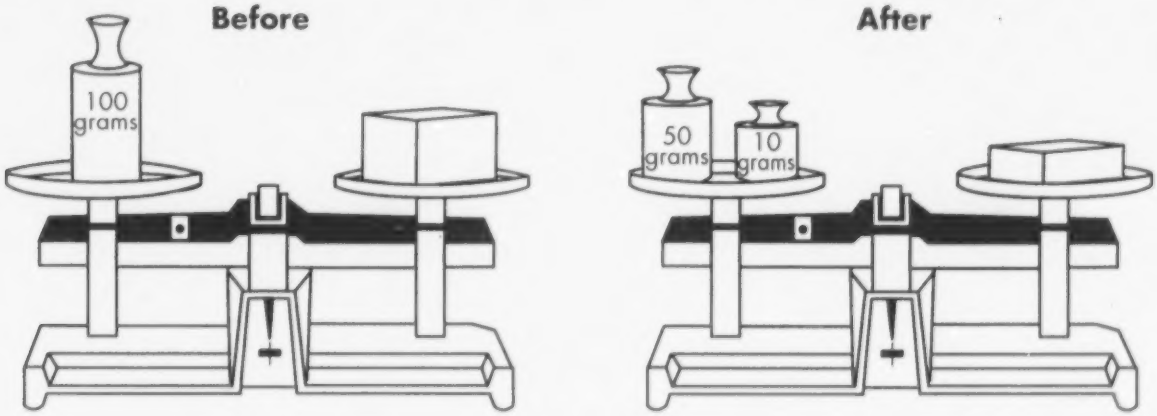
Ⓑ

Ⓓ 

The correct answer is A.

SCIENCE

The ESPA's open-ended questions in Science have no answer choices. The student will write and/or draw the answers to these questions **in the spaces provided in the test booklet**. This is an example of a Science open-ended question:



The pictures show a piece of wood before and after it was cut. Fill in the chart below to tell about the wood that was cut.

	Before	After	Amount of Change
Weight of wood in grams	100 g	60 g	40 g

List at least two properties of the piece of wood that changed.

Write your answer on the lines below.

The wood got smaller.
The wood block changed from a cube to a rectangle.
The new wood block weighed less.

10

As with ESPA's Science and Mathematics, Language Arts Literacy has both multiple-choice and open-ended questions. These questions always focus on a reading passage.

ESPA provides two types of reading passages: a story and a text that gives information or directions for doing a task. An example of text from an article on "Amazing Animal Tricks" is found on the following pages.

Amazing Animal Tricks

From the moment a creature is born it must eat and try to avoid being eaten. Most animals use some form of disguise, or camouflage, which helps to hide them among their surroundings.

In the snow, animals with dark coats would be seen easily. Many creatures grow a white coat to help them hide from enemies. Some are white or pale-colored all year round. Others change the color of their coat to suit the season.

Some animals have color cells in their skin that allow them to change skin color. They do this to blend with their background, to show emotion, and to cool down or heat up.

Many animals don't look like animals at all. Instead, they mimic, or imitate, something their enemies would overlook or never eat.

Hunters learn to avoid animals that are unpleasant or poisonous. Many harmless animals mimic, or look like, harmful animals as a form of protection.

Eyes can give their owner away to the enemy when they catch the light. Special stripes and patterns on the head help many animals to hide their eyes. Some animals even have "false eyes" somewhere else on their body to add to the disguise.

Hunters use camouflage so they can pounce on their prey before the prey sees them. Some sneak up on their meal. Others keep very still and wait for a meal to come to them!

Young animals are usually weak and defenseless, so camouflage is of extra importance to them. Some are born with the same camouflage as their parents, while others have their own special disguise until they become adults.

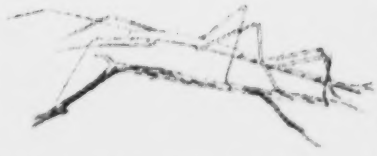
To protect themselves and their young, or get a better chance of grabbing a meal, animals can be the most amazing actors.

One way of hiding from enemies — or from prey — is to wear a fancy dress. Some animals use sticks, stones, and plants, and even other animals to disguise themselves and protect their body from attack.

Hopping twig
Some insects with no form of self-defense imitate something insect eaters do not eat. This treehopper has amazing twiglike growths on its back, making it look like a piece of tasteless wood.

Leaf with legs
The Javanese leaf insect is an amazing imitation of a real leaf. It has markings which look like the midrib and veins of a real leaf, and brown markings like a leaf that is dying.

Wrapped up
Ring-tailed lemurs rest in the trees during the day, wrapping their thick black-and-white banded tail around them. The tail acts like a cloak to hide the lemur in the patches of light and shade in the tree.



Stick insect
Certain insects such as this South American grasshopper, mimic sticks. Many add to their disguise by swaying gently, as if caught in a light breeze.

Dotty runner
Guinea fowls live in flocks. They prefer to run rather than fly, but if they are attacked they fly up into the trees where their spotted feathers make them difficult to see.

LANGUAGE ARTS LITERACY

Following each reading passage are multiple-choice and open-ended questions. These are two examples of multiple-choice questions for the "Amazing Animal Tricks" article:

1. Which of these creatures would need an environment that would be difficult to provide in a school environmental center?

Ⓐ hopping twig

Ⓑ snowshoe hare

Ⓒ leafy leaper

Ⓓ cricket

The correct answer is B.

2. Suppose you were selecting creatures for a school environmental center. Which of the following questions could you ask to help you decide which creatures to choose?

Ⓐ Do some of these creatures eat others?

Ⓑ Are any of these creatures pets?

Ⓒ Who will take care of the garden?

Ⓓ Do any of these creatures have nests?

The correct answer is A.

For each reading passage, the student also will write a response to questions about the passage. For example, the "Amazing Animal Tricks" article, which describes creatures in nature, might have the following open-ended item:

3. Which of the creatures could hide best, not in its own environment, but in your school?

Choose one of these creatures, and give reasons why that creature could hide in your school.

Write your answer on the lines below.

A high-scoring open-ended response would show an understanding of the task and would give a clear explanation of why one of these creatures could hide best in your school.

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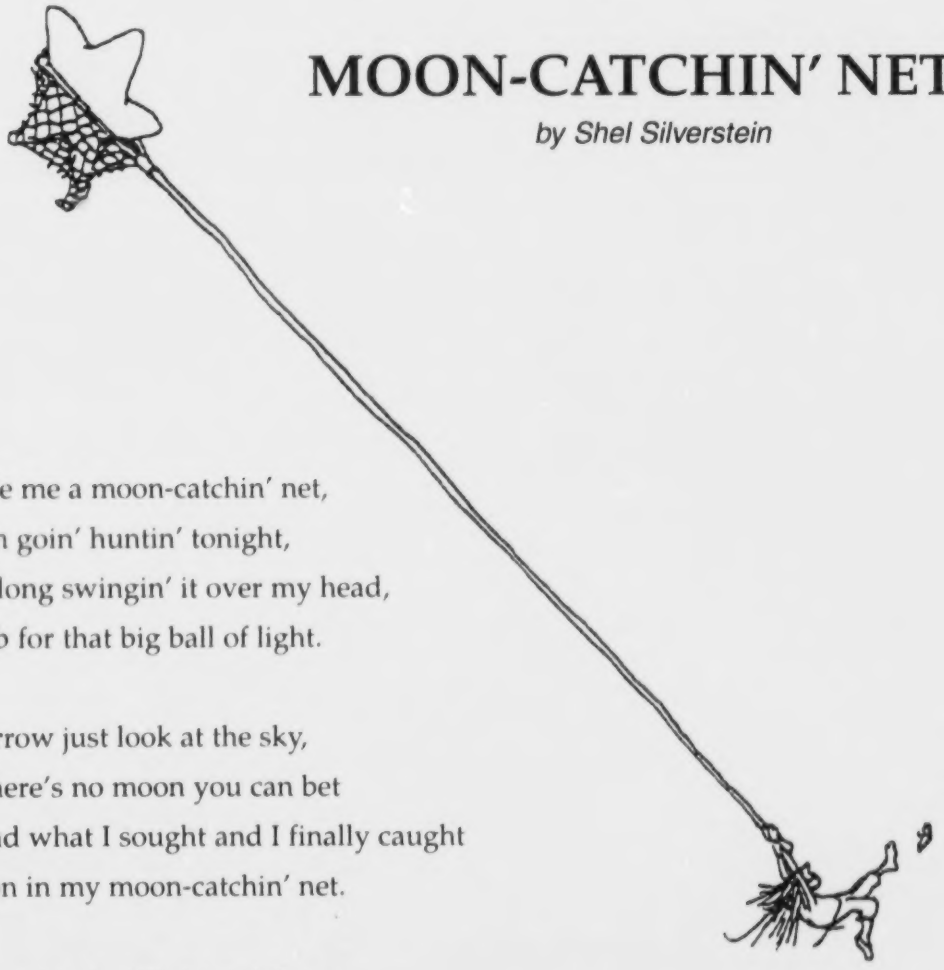
LANGUAGE ARTS LITERACY

In addition, the Language Arts Literacy test will provide two writing activities. In one activity, the student will look at a picture and then write a story about what is happening in the picture.

16

In another activity, the students will listen to and read a poem. Then the students will read a prompt that asks them to write a composition describing something or explaining an idea that is introduced in the poem. The prompt for "Moon-Catchin' Net" is on page 18.



MOON-CATCHIN' NET

by Shel Silverstein

I've made me a moon-catchin' net,
And I am goin' huntin' tonight,
I'll run along swingin' it over my head,
And grab for that big ball of light.

So tomorrow just look at the sky,
And if there's no moon you can bet
I've found what I sought and I finally caught
The moon in my moon-catchin' net.

But if the moon's still shinin' there,
Look close underneath and you'll get
A clear look at me in the sky swingin' free
With a star in my moon-catchin' net.

17

Has there ever been something you wanted very much that you may or may not have been able to get? Write about what you wanted. Include the following:

- **What did you want to have?**
- **Why did you want this?**
- **If you got it, explain how it happened.**
- **Explain why you were successful in getting it.**
- **If you didn't get it, explain why not.**
- **Explain how you might be successful in getting it in the future.**

You may take notes, create a web, or do other prewriting work in the space provided. Then, write your description on the lines provided.

Here is a checklist for you to follow to help you do your best writing. Please read it silently as I read it aloud to you.

Writer's Checklist

Remember to

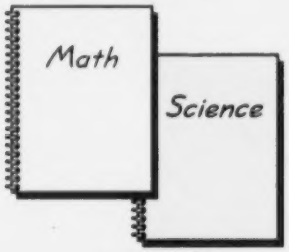
- ❑ Keep the central idea or topic in mind.
- ❑ Keep your audience in mind.
- ❑ Support your ideas with details, explanations, and examples.
- ❑ State your ideas in a clear sequence.
- ❑ Include an opening and a closing.
- ❑ Use a variety of words and vary your sentence structure.
- ❑ State your opinion or conclusion clearly.
- ❑ Capitalize, spell, and use punctuation correctly.
- ❑ Write neatly.

After you write your composition, read what you have written. Use the checklist to make certain that your writing is the best it can be.

The ESPA's multiple-choice questions in Mathematics let the student choose the one best answer from four answer choices. Again, the student will darken the circle of the correct answer choice. This is an example of a Mathematics multiple-choice question:

1. George has 4 notebooks: one for math, one for science, one for language arts, and one for social studies. He is going to take two notebooks home tonight.

Example:



one pair

How many different pairs of notebooks could he take home?

Ⓐ **2**

Ⓑ **4**

Ⓒ **6**

Ⓓ **8**

The correct answer is C.

2. How many numbers between 20 and 50 have no remainder when divided by 6?

Ⓐ 3

Ⓑ 4

Ⓒ 5

Ⓓ 6

The correct answer is C.

3. Estimate 39 × 11. The product is between what numbers?

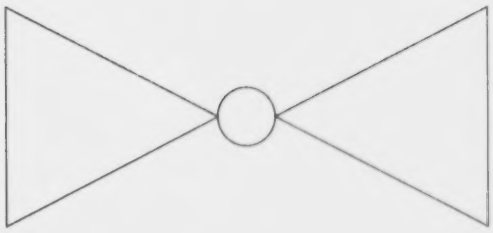
Ⓐ 30 and 80

Ⓑ 300 and 800

Ⓒ 3,000 and 8,000

Ⓓ 30,000 and 80,000

The correct answer is B.



4. How many lines of symmetry can be drawn on the figure shown above?

Ⓐ **0**

Ⓑ **1**

Ⓒ **2**

Ⓓ **6**

The correct answer is C.

5. If January 1 falls on a Thursday in a certain year, what day of the week is January 13 of that same year?

Ⓐ **Tuesday**

Ⓑ **Wednesday**

Ⓒ **Thursday**

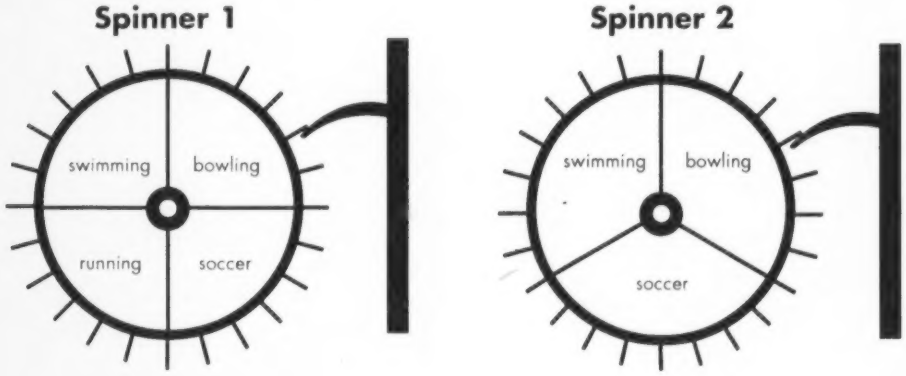
Ⓓ **Friday**

The correct answer is A.

MATHEMATICS

The ESPA's open-ended questions in Mathematics have no answer choices. The students will write and/or draw their answers to these questions **in the spaces provided in the test booklet**. These are examples of Mathematics open-ended questions:

6. It is Cheryl's turn to spin a spinner to choose an activity for her physical education class. Cheryl will spin one of the spinners below to decide what the class will do.



Cheryl's favorite activity is swimming.

- **Find the probability of landing on swimming using Spinner 1.**
- **Find the probability of landing on swimming using Spinner 2.**
- **Decide which spinner Cheryl should choose if she wants to go swimming.**
- **Explain why Cheryl should choose this spinner.**

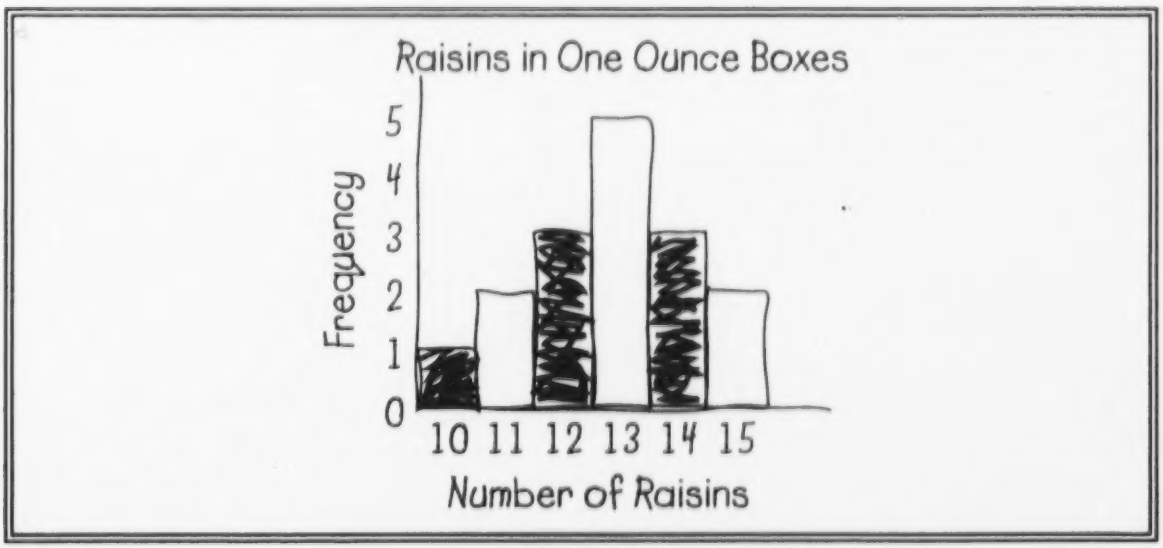
Sample 3-point (highest score) response would answer each part of the question correctly. (Appropriate responses may be written in different ways.)	• *1 out of 4 times* • *1 out of 3 times* • *Spinner 2* • *There is a better chance to go swimming in 1 out of 3 times than in 1 out of 4 times.*

7. Mr. Jones gave each of the students in his class a one-ounce box of raisins. When the students opened the boxes and counted the raisins, they found different amounts. The tally sheet below shows their results.

Number of Raisins	Tally	Frequency
10	I	1
11	II	2
12	III	3
13	𝍸	5
14	III	3
15	II	2

Construct a bar graph to represent the students' findings in your test booklet. Be sure to label your graph completely.

Sample 3-point answer



8. ***You have to choose between two different job offers for the same*** **four-day period. The first job pays $5.00 each day for the 4 days. The second job pays $1.00 for the first day, and each day after the first, you will be paid twice the amount you received the previous day.**

   - **Which job will pay you the greatest amount?**
   - **Would your answer change if you were working for more than 4 days?**

   Show your work and explain your answer.

Sample 3-point answer

Job 1 = 4 x 5 = $20

Job 2 = 1 + 2 + 4 + 8 = $15
(+ 16 + 32 + 64)

Job 1 gives the most money for 4 days because $20 is more than $15. If you worked for 5 days, Job 2 would give more money because 15 + 16 = $31, but $20 + 5 = $25.

Examen de la Habilidad General (ESPA) de la Escuela Elemental para el Cuarto Grado

INFORMACION PARA LOS PADRES

DESCRIPCION DEL ESPA

El ESPA es el examcn estatal que se da a los estudiantes del cuarto grado. Está diseñado para ofrecer a su escuela información acerca del progreso de estudiantes en las áreas requeridas por las Normas para el Contenido Básico de Estudios de Nueva Jersey. Las normas fueron adoptadas por la Junta de Educación del Estado de Nueva Jersey, después de un procedimiento público que contó con la ayuda y el consejo de un gran número de educadores, representantes de negocios y ciudadanos interesados. Las normas incluyen las áreas siguientes:

1. Artes del Idioma (incluyendo Lectura, Composición, Oratoria, Escuchar y Visualizar);
2. Matemáticas;
3. Ciencia;
4. Artes Visuales y Teatrales;
5. Estudios Sociales;
6. Salud y Educación Física; e
7. Idiomas del Mundo.

El Estado también adoptó normas de preparación para el mundo de trabajo que se enseñen como parte de todas las siete áreas básicas de contenido académico.

Las Normas para el Contenido Básico de Estudios identifican lo que los estudiantes deben saber y deben ser capaces de hacer al final de los grados 4, 8 y 12. Los exámenes del Estado evalúan si su hijo/a está adquiriendo las destrezas y el conocimiento necesario para tener éxito.

En mayo de 1997 y de 1998, el ESPA fue una prueba de práctica. En los años de 1999 y 2000 se administró el examen como evaluación propria. El Departamento de Educación del Estado de Nueva Jersey usó información de estos exámenes para desarrollar el ESPA actual.

En abril y mayo del 2001, se evaluarán y puntuarán para los estudiantes, las Artes del Idioma, Matemáticas y Ciencias. Los puntos ayudarán a las escuelas planear las necesidades educacionales de cada niño/a.

En octubre de 2001, los estudiantes de quinto grado tomarán el examen nuevo de Estudios Sociales.

El ESPA debería ser una experiencia provechosa para los niños, pues proveerá información útil acerca del conocimiento y las destrezas de su hijo/a. Se darán las notas totales en las Artes del Idioma, Matemáticas y Ciencia, así como también las notas específicas en las áreas mas importantes del contenido y las de las destrezas dentro de éstas. Por ejemplo, en Matemáticas, además de una nota total, cada estudiante recibirá una nota específica para cada grupo de preguntas que require sentido de número, medición, sentido espacial, análisis de datos, y la capacidad de trabajar con patrones y álgebra.

Los exámenes del ESPA, GEPA, y HSPA miden el conocimiento de las Normas para el Contenido Básico de Estudios (Core Curriculum Content Standards). Por eso, deben proveer la información necesaria para determinar el progreso de los estudiantes y la escuela en el dominio de las normas y donde sea necesario, el mejoramiento.

Tambien creemos que la experiencia obtenida al tomar el ESPA ayudará a los niños a tomar el examen estatal del octavo grado y el examen de graduación.

1. ¿Quién tomará el examen?

El ESPA está diseñado para medir el progreso de su hijo/a hacia el logro de las Normas para el Contenido Básico de Estudios. Este incluye a los niños que reciben servicios de educación especial y muchos de los niños con proficiencia

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limitada en el idioma inglés. Los estudiantes con necesidades especiales se esforzarán para alcanzar las normas a niveles apropiados para ellos y con los ajustes de examen que necesiten. La definición de éstos aparece en sus Programas de Educación Individualizada (IEPs) o sus planes requeridos bajo Sección 504. Es importante que la mayor cantidad posible de niños con necesidades especiales participen en el ESPA. Existe una lista larga de modificaciones para estos estudiantes, para ayudarles a demostrar lo que saben cuando tomen el ESPA. Estas modificaciones deberían ser las mismas que aquellas usadas por estos estudiantes en otros exámenes.

Cada estudiante con necesidades especiales debe tomar todas las áreas del ESPA a menos que su limitación sea tan severa que no ha sido instruido en el conocimiento y las destrezas que contiene el examen, y no puede responder a ningunos de los varios tipos de preguntas del examen. Los estudiantes de educación especial que se encuentran en clases sin grado asignado, tomarán el examen cuando cumplan 9, 10 o 11 años. El grupo de estudio de niños (o de 504) define los requisitos de quien necesita tomar el ESPA. Póngase en contacto con el supervisor de su hijo/a si tiene preguntas sobre las partes del examen que está tomando su hijo/a y sobre las modificaciones que se usarán, de usarse alguna.

Aunque habrá un gran número de niños que precisan de educación especial participando en los exámenes del ESPA, sólo habrá un pequeño porcentaje de niños con severas incapacidades para los que algunas de las normas no son apropiadas. Actualmente, el Departamento de Educación está identificando las normas que serán apropiadas para aquellos estudiantes con severas incapacidades. El departamento también desarrollará un tipo de examen diferente para medir los progresos adquiridos de estos niños.

Algunos niños con proficiencia limitada en el inglés (LEP) no podrán tomar el examen debido a sus dificultades a la hora de entender las preguntas. Es posible que otros niños limitados en inglés necesitarán acomodaciones durante el examen. Hay acomodaciones y ajustes en la escuela para estos niños. Se desarrollarán otras opciones evaluativas para estos niños en el futuro, quizás en su lengua nativa.

2. ¿Cuáles son los tipos de preguntas que están en el ESPA?

El ESPA contiene dos tipos principales de preguntas. El primer tipo es la respuesta múltiple en lo que se le pide a los niños que escojan una de las cuatro opciones como respuesta correcta. Las preguntas de respuesta múltiple incrementan mucho la confianza o la consistencia del examen, puesto que los niños pueden responder dentro de poco tiempo a una variedad de preguntas importantes enfocadas en un gran rango de destrezas. Además, estas preguntas son objetivas y no requieren el entrenamiento para evaluar.

El segundo tipo de pregunta es la respuesta abierta. Los niños contestan a estas preguntas por escrito con respuestas cortas o largas. La ventaja de este tipo de pregunta es que permite que los niños expresen en sus propias palabras lo que sepan acerca de cada pregunta. También, los estudiantes pueden presentar sus respuestas usando diagramas, gráficos y/o grabados. Nueva Jersey tiene muchos años de experiencia desarollando y evaluando esta forma de pregunta.

3. ¿Cómo puede un niño prepararse para el ESPA?

Los padres siempre pueden ayudar a sus hijos asegurándose que coman bien y que duerman lo suficiente. Esto es especialmente importante durante los días del examen.

Los padres deben apoyar a sus hijos en todo su trabajo académico. Los hijos necesitan tiempo y un lugar para hacer su tarea. Padres y niños deben crear oportunidades para leerse el uno a otro.

Debe animarse a los niños a que hablen acerca de la escuela y sus tareas y que comuniquen y expresen sus ideas a los padres.

4. ¿Cuánto tiempo dura el examen del 2001?

El ESPA de 2001 se llevará a cabo por cinco mañanas, del 23 al 27 de abril o del 30 de abril

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al 4 de mayo según el horario de vacaciones de primavera en su distrito. El examen variará entre 60 y 100 minutos de examinación real por día, sin incluir el reparto y recogida de materiales, la lectura de instrucciones y los tiempos de descanso para los niños.

5. ¿Qué justo es el ESPA?

Todas las preguntas del examen han sido cuidadosamente revisadas por los padres y profesionales experimentados para asegurar que sean justas y no ofendan a ningún grupo de personas. Después del examen, todas las preguntas pasan por un análisis estadístico para determinar cualquier prejuicio étnico, racial, y de género. Si una de las preguntas del examen obtiene un mal resultado estadístico por parte de este análisis, será eliminada en exámenes futuros.

Los maestros, miembros de los grupos de estudios de los niños y los administradores con conocimiento sobre los niños con necesidades especiales, también participan en el desarrollo del ESPA. Además, ellos proveen sugerencias para hacer el examen accesible para estos niños y permitirles que demuestren sus destrezas.

6. ¿Cómo puedo recibir más información sobre el ESPA?

El Departamento de Educación del Estado de Nueva Jersey ha desarrollado materiales para ayudar a los padres y maestros a preparar los estudiantes para el ESPA. Estos materiales (por ejemplo, como este folleto) se proveen a través de la escuela del estudiante. Su escuela o las oficinas del distrito escolar tienen disponible más información sobre el ESPA y sobre el progreso de su hijo/a hacia el desarrollo de las destrezas que se prueban en el examen.

El Departamento de Educación ofrece tres lugares para obtener información sobre el ESPA.

- Espacio Web:
  http://www.state. nj.us/education
- Oficina de Formas y Publicaciones
- Oficina de Evaluación

Dirección para obtener información:
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

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